



Relationships Education, Sex Education and Health Education (RSHE) Policy

This policy should be read in conjunction with school's PSHE Policy.

Introduction

We are aware that as from September 2020 Relationships Education must be taught by all primary schools in England and that Health Education will also be compulsory. In both subjects parents will not be able to request for their children to be withdrawn.

We believe that after consultation with parents that this policy meets the needs of pupils and reflects the local community. Parents were made aware that they do not have the right to veto on any part of the Relationships Health Education curriculum but they do have a role to play in the process of reviewing this policy.

We are aware that in the development of **Relationships Education** our main focus is 'on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships and relationships with other children and with adults.' Relationships Education has the following five areas of study that should be covered by the end of primary school and includes detail on what pupils should know:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

We work hard to ensure that pupils are taught the importance of equality and respect and that all teaching is sensitive and age appropriate. Therefore, at the appropriate time we will teach pupils about LGBT issues (e.g. different types of families) not as stand-alone lessons but being fully integrated into their programmes of study.

Health Education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others and to seek support as early as possible when issues arise. We ensure that we teach the characteristics of good physical health and mental wellbeing. We realise that 'mental wellbeing is a normal part of daily life, in the same way as physical health.' Health Educations have the following eight areas of study that should be covered by the end of primary school and includes detail on what pupils should know:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risk associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body

We acknowledge that **Sex Education** is not compulsory in primary schools. However, we do have in place 'a sex education programme that is tailored to the age and the physical and emotional maturity of the pupils' we teach'. However, parents have the right to request that their child be withdrawn from sex education beyond the national curriculum for science. We ensure that when a child is withdrawn then alternative arrangements will be made for that child.

For teachers we provide training on how to handle those difficult questions about sex and sexuality that pupils might ask and which go beyond what is set out within Relationships Education.

We carry out the main sex education teaching in our Personal, Social and Health Education (PSHE) curriculum – Changing Me Units of work. We also teach some sex education through other subject areas (for example Science and Physical Education), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

We ensure that all school personnel are trained to manage disclosures of any type and pupils are made aware of how to raise concerns, to make a report and how a report will be handled.

We consider Relationships Education, Sex Education and Health Education complement the National Curriculum subjects of Science, Computing and Physical Education. In our planning we look for 'opportunities to draw links between the subjects and integrate teaching where appropriate.'

We ensure Relationships Education, Sex Education and Health Education are accessible to all pupils and we believe our flexible differentiated curriculum planning caters for pupils with SEND.

We are aware that when we are inspected all aspects of Relationships Education, Sex Education and Health Education will be assessed through consideration of pupils' personal development, pupils' behaviour, pupils' welfare or through their spiritual, moral, social and cultural development.

Aims

- To ensure compliance with all relevant legislation connected to this policy and that Relationships Education and Health Education are taught as from the academic year 2020-2021.
- To consult with parents that this policy meets the needs of pupils and reflects the local community.
- To ensure pupils are taught the importance of equality and respect and that all teaching is sensitive and age appropriate.
- To ensure parents are aware that they have the right to request that their child be withdrawn from sex education beyond the national curriculum for science.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Responsibility for the Policy and Procedure

Role of Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for Relationships Education
- appointed a member of staff to be responsible for Personal, Social and Health Education
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy
- responsibility for ensuring:
 - full compliance with all statutory responsibilities

- the school complies with all equalities legislation
 - the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations
 - funding is in place to support this policy
 - this policy is maintained and updated regularly
 - this policy is made available to parents
 - the subjects are well led, effectively managed and well planned
 - the quality of provision is subject to regular and effective self-evaluation
 - the teaching is delivered in ways accessible to all pupils with SEND
 - clear information is provided for parents on the subject content and the right to request that their child is withdrawn from Sex Education
 - parents/carers are consulted annually regarding the content of the Relationships and Sex Education their child will be learning
- the nomination of a link governor (Teaching and Learning Committee members) to:
 - work closely with the Headteacher and the Subject(s) Leader
 - ensure that everyone connected with the school is aware of this policy
 - attend training related to this policy
 - annually report to the Governing Body on the success and development of this policy

Role of the Headteacher

The Headteacher will:

- place a high priority on Relationships Education, Sex Education and Health Education
- ensure that these subjects are set in the 'context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school
- consider how teaching in the school 'support the development of important attributes in pupils such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy
- 'automatically grant a request to withdraw a pupil from any sex education other than as part of the science curriculum
- provide appropriate, purposeful education for any pupil who has been excused from sex education
- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy
- endorse a curriculum that teaches children to know about their rights and to have positive attitudes to respecting the rights of others
- encourage pupils to form and to express their views
- work closely with the link governor and Subject Leader
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and governors
- annually report to the Governing Body on the success and development of this policy

Role of Subject Leader

The Subject Leader will:

- ensure appropriate coverage of the curriculum

- work closely with subject leaders in Science, Computing and PE to ensure Relationships Education, Sex Education and Health Education do not duplicate content covered in the National Curriculum
- ensure that the teaching delivered fits with the planned programme
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain
- provide support and advice
- provide training for all staff on induction and when the need arises
- monitor pupil progress
- ensure sufficient and up to date resources are in place
- keep up to date with new developments and resources

Role of School Personnel

School personnel will:

- comply with all aspects of this policy
- have high expectations of their pupils and set appropriate challenge within lessons
- assess their teaching and use assessments to identify pupils who need extra support or intervention
- be trained to deal with sensitive issues
- know how to manage disclosures of any type
- know how to maintain an appropriate level of confidentiality
- work in partnership parents and carers keeping them up to date with their child's progress and attitudes and behaviour at school
- report any concerns they have on any aspect of the school community

Role of Designated Safeguarding Leads

The Designated Safeguarding Lead will:

- ensure all school personnel are trained to manage disclosures of any type
- ensure pupils are made aware of how to raise concerns, to make a report and how a report will be handled
- ensure school personnel are trained to deal with sensitive issues
- be made aware of the proposed content of lessons that are safeguarding related as they might have local knowledge that could be of value

Role of Parent/Carers

Parents/carers will:

- be aware of and comply with this policy
- be made aware of the following questions and answers as compiled by the DfE:

Q: Will my child's school have to engage with me before teaching these subjects?

A: Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered. Effective engagement gives the space and time for parents to input, ask questions, share concerns and for the school to decide the way forward. Schools will listen to parents' views, and then make a reasonable decision as to how they wish to proceed. When and how content is taught is

ultimately a decision for the school, and consultation does not provide a parental veto on curriculum content.

A school's policies for these subjects must be published online and must be available to any individual free of charge. Schools should also ensure that, when they engage parents, they provide examples of the resources they plan to use in lessons.

Q: Will my child be taught sex education at primary? This is too young.

A: We are not introducing compulsory sex education at primary school.

We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Many primary schools choose to teach sex education (which goes beyond the existing national curriculum for science), and we recommend that they do so, tailored to the age, physical and emotional maturity of their pupils. In those instances we recommend you discuss this with the school, to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these sex education lessons.

Q: Does the new Relationships Education and RSE curriculum take account of my faith?

A: The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core required content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of representative bodies and faith organisations, representing all the major faith groups in England. Several faith organisations produce teaching materials that schools can choose to use.

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

A: Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Q: Has the government listened to the views of my community in introducing these subjects?

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance.

Q: Will my child be taught about LGBT relationships?

A: Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference and educate pupils about healthy relationships.

Pupils should receive teaching on LGBT content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families.

Secondary schools should cover LGBT content in their RSE teaching. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Q: What support will schools receive to deliver these subjects well?

A: We are investing in a central support package to help teachers introduce these subjects well and with confidence. This will include a new online service, featuring access to high quality resources, innovative training materials, case studies and an implementation guide.

There will also be training available for teachers through existing regional networks, offering opportunities to improve subject knowledge and build confidence.

We're working with expert organisations, schools and teachers to develop this support.

Q: Where can I find out more information about what will be taught in my child's school?

A: If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school. We have also published parent guides, which explain what the subjects are, and parents' rights.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum.

Teaching at school will complement and reinforce the lessons you teach your child as they grow up. Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

- work in partnership with the school;
- comply with this policy for the benefit of their children

Raising Awareness of this Policy

We will raise awareness of this policy via the school website.

Training

All school personnel:

- receive periodic training so that they are kept up to date with new information

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the subject leader, the Headteacher and the Teaching and learning Committee.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

See Appendices for Further Information

- *Appendix A – DfE Understanding Relationships and Health Education in your child's primary school: a guide for parents*
- *Appendix B - PSHE Policy*
- *Appendix C - Jigsaw the Mindful Approach to PSHE - Relationship & Sex Education in the Primary School (A Guide for Parents and Carers)*

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